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Challenges and Prospects of Inclusive Learning Education

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Abstract

Enhancing the educational system's ability to reach every student is the goal of inclusive education. This entails changing the school's culture, rules, and procedures to better accommodate the diverse student body in the area. It is among the best strategies for fostering a welcoming and tolerant community. The goal of inclusive education is to level the playing field for all students, regardless of their disabilities, and to create equality in society. It highlights that there is no need for division when it comes to including kids with special needs in a holistic environment. According to inclusive education experts, rather than isolating and confining students with special needs in special schools, normal schools should integrate them. Subsequently and only then can we demand educational equality. However, to succeed in inclusive education in India, we must overcome numerous barriers and difficulties. Therefore, inclusive education is a strategy that guarantees every student's attendance, involvement, and academic success. An attempt has been made to address the problems and opportunities associated with inclusive education in this study.

Keywords: Inclusive Education, Challenges, Prospects.

Introduction

The teaching-learning process is successful for a variety of reasons. Additionally, one of the subjects that educational researchers have studied the most extensively is inclusion in the teaching and learning process. Numerous studies have been conducted on its significance, impact, and application. According to an IRC (2006) Chinese adage, "Tell me and I forget, teach me and I remember, apply me and I learn." The foundation of the classroom is participation, teamwork, communication, and collaboration. These can be combined, however, the training process won't be effective if there are exceptions. Effective use of inclusion is crucial for attaining academic achievement.

Inclusive Education

Inclusion means to be included to behave or be in the state of being included. Hudson (2009) consequently claimed that engaging students is a necessary component of effective teaching. Equal chances for all

pupils are the foundation of inclusion. Regardless of background, accomplishment, gender, age, or ethnicity, every kid must be included. It gives every pupil attention and concentration. Effective inclusion in the classroom is crucial, in my opinion. Students have equal possibilities to succeed, learn, and experience new things in their school when they are included in a way that makes sense. However, exclusion entails failure, insufficiency, and reliance. It is important to teach, test, and evaluate students fairly. However, educators must take into account that not all children will succeed unless they receive additional assistance or resources. Planning and instruction must be inclusive. As a result, every course includes tasks that promote inclusivity in the classroom. Teachers ought not to restrict student engagement to get high enrollment rates. In general, this refers to both bringing classes to their schools and students to their classes, Hudson (2009).

Issues and Challenges: The term “inclusion” is popular in education across the globe, and Indian education is no exception. Education is acknowledged as a human right in the UN Convention on the Rights of the Child, the UN General Assembly Charter, and the Universal Declaration of Human Rights. It can also be viewed as a continuous process of taking down obstacles that prevent all children and adolescents from participating and learning. Every student should be afforded the opportunity to engage in collaborative activities within the framework of inclusive education. The Ministry of National Education defines inclusive education as a system that allows kids with special needs and gifted individuals to receive their education in ordinary schools alongside their peers.

Issues of the Inclusive System

- **Low Enrolment:** The proportion of disabled students enrolled in mainstream education is not less than that of non-disabled students.
- **Incompetence on the part of teachers:** Effective implementation of inclusive education depends heavily on teachers. Teachers lack the professional training, academic credentials, and qualifications needed to accomplish a set goal.
- **Big Class Sizes:** One of the biggest obstacles to special education students utilizing core subjects to their full potential is large class sizes.
- **Strict curriculum:** Special education children are unable to learn at the same level as general education pupils due to the strict curriculum. The varied demands of exceptional students are not met by a specific curriculum.
- **Adequate pre-service training and on-going professional development:** A crucial element of inclusive education is ensuring that lead teachers receive comprehensive training and continuous development opportunities at every level.
- **One of the primary challenges of the inclusive education system is the unfavourable attitudes of parents and educators towards children who have disabilities, impairments, or are ostracized.**
- **Inadequate Infrastructure:** One of the main problems preventing us from achieving the goal of inclusive education is the lack of infrastructure in our schools.
- **Lack of assistive devices:** Special children cannot fully benefit from the inclusive classroom due to a lack of equipment.
- **Power Point presentations are frequently used in the classroom:** Modern technology helps us teach and learn more effectively, but it also allows us to recognise the unique needs of each student in the class and cater to their demands.
- **Instructional strategies:** The majority of schools employ a limited number of predefined teaching strategies, which prevents students of all skill levels from fully benefiting from the learning process.

- Lack of Willingness and Participation from the Community: Parents and the community are reluctant to send their kids to traditional institutions.
- Lack of political will to implement inclusive education: One of the main obstacles to putting the inclusiveness ideal into reality is a lack of political will to promote inclusive education.
- Keeping children with disabilities in schools: Because they lack peer support, students with disabilities are unable to succeed in regular classroom settings.

Challenges in Inclusive System

- Policies should be implemented with integrity and commitment by the relevant authority, which should also enforce constitutional rights and provisions, avoiding technicalities and loopholes. This includes inclusive education policies.
- Social Attitude towards Disability: Programmes aimed at raising knowledge of disabilities and the social attitudes that society has towards children who are disabled, differently abled, or marginalised should be organised.
- Parental Advocacy: Awareness campaigns and print and electronic media ads should inform parents and families of these children's rights and regulations.
- Encouragement of skill-based learning: Instructors in elementary teacher preparation programmes should also provide the necessary skills to work with these children.
- Establishing Disability Research Chairs and Centres at universities and other institutions to support disability-related research and interventions is one way to connect training with research.
- Peer coaching: To enhance instruction and learning, peer coaching should be a part of an inclusive education system.

Inclusive Educational Prospects

Regardless of a learner's disability, inclusive education aims to ensure equality in society and make education universal. It was underlined that there should be no barriers or prejudice in the admission of kids with special needs to public schools. Inclusive education is a developmental method that prioritizes addressing the educational requirements of individuals of all ages, including children, teenagers, and adults who are vulnerable to being marginalized and excluded. The inclusive world view gained support from a growing body of literature, policy papers, workshops, and other sources. However, there are numerous groups and individuals who raise doubts about the ability of children with impairments to obtain a top-notch education in a conventional classroom setting.

The establishment of this initiative involved a collaboration between several organizations, such as global disability organizations, international development agencies, intergovernmental agencies, and professionals specializing in special and inclusive education. The main objective of inclusive education is to bring together all EFA collaborators in their endeavors to ensure that every child, youth, and adult with disabilities have equal access to high-quality education. In order to accomplish this objective, it is imperative that all stakeholders actively engage individuals and families with disabilities in the process of designing.

Make an effort to guarantee that all governmental bodies, contributors, and non-governmental groups acknowledge that every child, young person, and adult with a disability has an inalienable right to an education. As much special teacher support as possible is provided to regular classroom teachers. Thus, inclusive education is something that we as educators, parents, teacher-trainers, and others demand as both a programme and an ideology. This ideology is founded on the ideas of a human rights approach. In the process of teaching and learning, respect the individual and his skills.

Conclusion

Several factors influence the success of inclusive education in any given situation. To guarantee the caliber of students' inclusion in educational institutions and schools, teachers themselves are a crucial component. All stakeholders must be committed to ensuring that educators have the fundamental knowledge and abilities needed to implement inclusive education. For inclusion to be effective, all programs—elementary, secondary, and postsecondary—must make teacher preparation, awareness of and attitudes towards impairments, child retention, etc. mandatory. To ensure the success of the inclusive education programme, each institution needs to be provided with higher-quality faculty, resources, and facilities. In summary, it is a difficult task to include children with disabilities in education; it requires widespread community mobilisation and involvement, and most importantly, it requires providing appropriate responses to the wide range of learning needs of children in both formal and informal settings.

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